BROOME HIGH 381 Cherry Hill Road Spartanburg, SC 29307 9-12 High School GRADES 875 Students ENROLLMENT Harvey A. Dailey 864-579-9040 PRINCIPAL SUPERINTENDENT Dr. Jim Ray 864-579-8000 Eddie Dearybury 864-579-8000 BOARD CHAIR THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2004 REPORT CARD ABSOLUTE RATING: EXCELLENT Absolute Ratings of High Schools with Students like Ours Excellent Average Below Average Unsatisfactory 17 18 1 0 0 IMPROVEMENT RATING: EXCELLENT ADEQUATE YEARLY PROGRESS: YES This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

### PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Excellent	N/A
2003	Excellent	Unsatisfactory	No
2004	Excellent	Excellent	Yes

### DEFINITIONS OF DISTRICT RATING TERMS

- Excellent District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- •Good District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- •Average District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

# HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

		Our School	I	High Schools with Students Like Ours			
Percent	2004	2005	2006	2004	2005	2006	
Passed 2 subtests	81.6	N/A	N/A	77.4	N/A	N/A	
Passed 1 subtest	12.8	N/A	N/A	12.1	N/A	N/A	
Passed no subtests	5.6	N/A	N/A	10.5	N/A	N/A	

# EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	97.5%	95.1%

# ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	11.8	15.4
Seniors who met the SAT/ACT requirement	11.8	15.7
Seniors who met the grade point average	62.6	50.9

<sup>\*</sup>Using only the SAT/ACT and grade point average requirements

### GRADUATION RATE

	Our School	High Schools with Students Like Ours		
Number of Students	206	225		
Number of Diplomas	180	175		
Rate	87.4%	77.7%		

PERFORMANCE BY STUDENT GROUPS											
	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate						
	n %		n	%	n	%	Met State Objective				
All Students	199	97.5	195	11.8	206	87.4	YES				
Gender											
Male	89	96.6	91	14.3	101	82.2	N/A				
Female	110	98.2	104	9.6	105	92.4	N/A				
Racial/Ethnic Group											
White	156	98.7	150	14.0	159	88.7	N/A				
African-American	37	94.6	40	5.0	42	83.3					
Asian/Pacific Islander	3	I/S	3	I/S	3	I/S	N/A				
Hispanic	2	I/S	2	I/S	2	I/S	N/A				
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A				
Racial/Ethnic Group											
Non disabled	183	98.4	182	12.6	188	93.1	N/A				
Disabilities other than speech	16	87.5	13	0.0	18	27.8	N/A				
Migrant Status											
Migrant	0	N/A	0	N/A	0	N/A	N/A				
Non-migrant	199	97.5	195	11.8	N/A	N/A	N/A				
English Proficiency											
Limited English Proficient	3	I/S	5	0.0	3	I/S	N/A				
Non-Limited English Proficient	196	98.0	190	12.1	203	87.7	N/A				
Socio-Economic Status											
Subsidized meals	55	96.4	48	2.1	54	81.5	N/A				
Full-pay meals	143	97.9	147	15.0	152	89.5	N/A				

HSAP PERFORMANCE	BY GR	JUP							
	Enrollment 1st	s / .	% Below Basis	g /	/ ,	% Advanced	% Proficient and Advanced	Performance Objective	Participation Ohio:
	j g	" resting % Tested	, \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	% Basic	% Proficient	i   a		g   g	Participation Ohio
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Enal	/ ish/Langua	/ ge Arts - S			/ Objective	/			
All Students	239	99.2	9.6	33.6	35.4	21.4	67.2	YES	YES
Gender									
Male	131	100.0	11.1	32.5	36.5	19.8	65.9	N/A	N/A
Female	108	98.1	7.8	35.0	34.0	23.3	68.9	N/A	N/A
Racial/Ethnic Group									
White	181	98.9	6.9	31.8	37.6	23.7	71.7	YES	YES
African-American	53	100.0	19.6	35.3	29.4	15.7	56.9	YES	YES
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	212	99.5	5.4	32.4	39.7	22.5	73.5	N/A	N/A
Disabled	27	96.3	44.0	44.0	N/A	12.0	16.0	I/S	1/8
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	239	99.2	9.6	33.6	35.4	21.4	67.2	N/A	N/A
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	1/5
Non-Limited English Proficient	236	99.2	9.3	33.2	35.8	21.7	68.1	N/A	N/A
Socio-Economic Status			,	,	,	,	,	,	
Subsidized meals	92	98.9	18.2	36.4	31.8	13.6	54.5	YES	YES
Full-pay meals	147	99.3	4.3	31.9	37.6	26.2	75.2	N/A	N/A
	Mathemati								
All Students	239	99.2	14.0	29.7	31.4	24.9	66.8	YES	YES
Gender									
Male	131	100.0	11.1	32.5	30.2	26.2	69.8	N/A	N/A
Female	108	98.1	17.5	26.2	33.0	23.3	63.1	N/A	N/A
Racial/Ethnic Group								1/50	
White	181	98.9	11.6	28.3	30.6	29.5	72.8	YES	YES
African-American	53	100.0	23.5	31.4	35.3	9.8	49.0	YES	YES
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	1/5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	1/8
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	1/5
Disability Status	040	00.5	0.0	00.4	04.0	00.5	74.0	21/2	N1//
Not Disabled	212	99.5	8.8	30.4	34.3	26.5	71.6	N/A	N/A
Disabled	27	96.3	56.0	24.0	8.0	12.0	28.0	I/S	1/5
Migrant Status		N/A	21/2	21/2	21/2	21/2	21/2	21/2	
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	239	99.2	14.0	29.7	31.4	24.9	66.8	N/A	N/A
English Proficiency		LIC	L/C	L/C	L/C	L/C	L/C	L/C	110
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	1/5
Non-Limited English Proficient	236	99.2	14.2	29.6	31.0	25.2	66.4	N/A	N/A
Socio-Economic Status	000	00.0	04.0	27.5	07.0	40.0	40.0	VEC	VEC
Subsidized meals	92	98.9	21.6	37.5	27.3	13.6	48.9	YES	YES
Full-pay meals	147	99.3	9.2	24.8	34.0	31.9	78.0	N/A	N/A

## **Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

## DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Broome High 4203026 SCHOOL PROFILE **High Schools** Median Our Change from with Students Hiah School Last Year Like Ours School Students (n= 875) Retention rate 9.4% Up from 6.2% 9.3% 9.1% Attendance rate 97.5% Down from 97.7% 95.8% 96.0% Eligible for gifted and talented 12.0% Down from 13.0% 9.7% 5.8% With disabilities other than speech 12.1% 12.7% Up from 11.9% 12.7% 4.9% Up from 3.7% 9.2% 9.8% Older than usual for grade Out-of-school suspensions or 0.6% Down from 0.9% 2.9% 1.6% expulsions for violent &/or criminal offenses 10.2% Enrolled in AP/IB programs 18.6% Down from 22.7% 11.4% Successful on AP/IB exams 57.8% 52.4% 53.8% 1.1% 3.2% Annual dropout rate Up from 1.0% 2.7% Career/technology students in 0.0% No change 3.1% 3.6% co-curricular organizations Enrollment in career/technology center 65 Up from 31 548 466 courses Students participating in 23.8% Down from 28.4% 31.4% 25.7% worked-based experiences Career/technology students mastering 75.5% Down from 81.3% 80.2% 77.7% core competencies N/A 98.8% 99.3% Career/technology completers placed N/A Teachers (n= 54) 68.5% 55.2% 52.0% Teachers with advanced degrees Up from 65.0% Continuing contract teachers 83.3% Up from 80.0% 85.4% 82.1% Highly qualified teachers\*\* 92.3% N/A 89.5% 87.8% Teachers with emergency or 0.0% 6.1% 8.6% provisional certificates Teachers returning from previous year 82.8% Up from 81.6% 87.7% 86.2% 93.9% Teacher attendance rate Down from 96.3% 95.6% 95.3% \$44.610 \$41,060 Average teacher salary Down 2.9% \$42.323 Prof. development days/teacher 14.0 days Up from 13.2 days 10.3 days 10.6 days Principal's years at school 9.0 Up from 8.0 4.0 3.0 Down from 25.6 to 1 28.4 to 1 26.4 to 1 Student-teacher ratio in core subjects 24.4 to 1 Prime instructional time 90.2% Down from 93.0% 90.7% 90.0% Dollars spent per pupil\* \$7.540 Up 0.7% \$6.342 \$6.310 Up from 47.1% Percent of expenditures for teacher 49.0% 57.1% 57.9% salaries\* Opportunities in the arts Excellent No change Excellent Excellent Parents attending conferences 99.0% No change 88.2% 89.3% SACS accreditation Yes Yes No change Yes Character development program Average N/A Average Good \* Prior year audited financial data are reported. **Our District** State Highly qualified teachers in low poverty schools\*\* 92.3% 92.0% Highly qualified teachers in high poverty schools\*\* N/A 91.1%

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

State Objective

65.0%

95.3%

Met State Objective

Yes

Yes

Highly qualified teachers in this school\*\*

Student attendance in this school

### REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Broome High School faculty and students shared many positive experiences during the 2003-2004 school year. This senior class had the highest Composite SAT Score in the history of the school. Sixty-nine percent of the graduating class received scholarships. Our Royal Regiment Marching Band, the Band's drum line, color guard and drum major won multiple first place awards through out their competition year. Broome High School had Three State Champions in sports. Fifty-one athletes were named to All Region Honors. Three coaches were named to Coach of the Year honors.

Broome High School continued to focus on academic improvement during the 2003-2004 school year. "Sustained Silent Reading" was a part of each student's instruction. Getting more students involved in reading and writing opportunities was a major focus during the school year. Broome High School continues its partnership with the Southern Regional Education Board. Transition between middle school and high school, and high school and post-secondary education will be a focus for the next two years. These transitions are critical times for our students.

Broome High School certainly appreciates the support and cooperation of our community. The businesses that allow students to gain an insight into the "world of work" through our Work Base and Service Learning classes are very much appreciated. We would like to thank BASF's Whitestone plant for donations to our Chemistry and English Departments. In addition, Jack and Carolyn Linder are to be thanked for establishing a new, yearly scholarship fund to assist students in continuing their education.

As Broome High School goes through a Southern Association of Secondary Schools accreditation visit during the 2004-2005 school year, we will develop goals for the next five years. This process will require both staff and community participants to establish action steps related to reaching each goal developed. This process will provide an in-depth look at all areas of the school and it will give the opportunity to provide the best educational environment for our students.

As we focus on academics, we realize this focus must continue over a number of years, not just one. With the cooperation and support of students, parents, teachers and with the resource provided by our district, we know the 2004-2005 school year will be a positive experience for our students.

Harvey Dailey, Principal Tangela Brown, Advisory Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS								
	Teachers	Students*	Parents*					
Number of surveys returned	55	160	143					
Percent satisfied with learning environment	90.7%	78.6%	88.8%					
Percent satisfied with social and physical environment	96.2%	93.0%	85.9%					
Percent satisfied with home-school relations 74.5% 90.4% 76.2%								
*Only eleventh grade students and their parents were included. For schools with	out grade 11 only	the highest grade	was included					